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ABSTRACT

This handbook describes in detail the method by which a student enrolled in Reading Efficiency and Communication Training (REACT), a course for college students who have not acquired basic reading and study skills, may earn a grade. The grade is determined by the total number of points earned by a student during the quarter. Students may earn points by developing a main idea notebook, formulating an original list of forty words based on the levels of abstraction, and making correct choices on a multiple-choice test. A course description, unit outline and objectives, suggested readings and study questions and an appendix of students' evaluations of REACT are also included. (SW)

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READING EFFICIENCY AND COMMUNICATION TRAINING

CONTINGENCY MANAGEMENT HANDBOOK

THE READING CENTER

MEMPHIS STATE UNIVERSITY

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FOREWORD

During the past ten years enrollment at Memphis State University has quadroupled accompanying the surge in enrollment are numerous curriculum related problems. One of these problems involves serving the needs of an expanded number of students whose reading skills fall below that which is necessary to successfully complete college level reading assignments. The Reading Efficiency And Communications Training (REACT) program is designed to provide educational opportunities for students who have not acquired basic reading and study skills. The course carries hour credit and provides a core of experiences designed to increase the communication skills that directly affect the academic performance and achievement of the undergraduate students at Memphis State University.

REACT - A CONTINGENCY MANAGEMENT HANDBOOK

This handbook describes the method by which a student enrolled in Reading Efficiency And Communications Training (REACT) may earn a grade. The grade is determined by the total number of points earned by a student during the quarter. Points may be earned in the following ways:

1. By developing any of the following: Main Idea Notebook and/or Propaganda Notebook,
2. By formulating an original list of forty words based on the Levels of Abstraction,
3. By participating in Laboratory practice periods, and
4. By making correct choices on a multiple-choice test which is given three times during the course. A student may take the examination one, two, or three times until he has attained the desired number of points. One point is earned for each correct response on the test. The highest score made on any of the three trails will be used to compute the total points earned.

The above information is explained in detail throughout the handbook. The quality of the work will determine the number of points awarded for each activity. A copy of this handbook and explanation guide for each project will be distributed on the first night of class.

Projects may be given to the instructor throughout the course until one week prior to the final examination. No points may be earned on projects completed after this deadline.

Point distribution for grades is as follows:

A - 180 or more points

B - 160 - 179 points

C - 140 - 159 points

D - 120 - 139 points

F - 119 or less

The quarter schedule for REACT is as follows:

Class Meetings	Topics
1	Introduction to Course Test - Trial I
2	Unit I - Study Habits to Develop
3	Unit II - Adjusting Method of Reading to Purpose
4	Unit III - Remembering What Is Read
5	Unit IV - Developing Skills in Using Information
6	Test - Trial II
7	Unit V - Capturing New Words
8	Unit VI - Specifics of Comprehension
9	Unit VII - Evaluating Content
10	Unit VIII - The Functional Dictionary
11	Test - Trial III

The following section is a course description of REACT. Included is a unit outline for each topic, unit objectives for each topic, suggested readings for further explanation and practice, and study questions for each unit.

A DESCRIPTION OF A CONTINGENCY MANAGEMENT HANDBOOK

The following report is a description of a contingency management handbook for REACT. This course is designed for use through the Memphis State University Reading Center.

1. Specify how students will participate in the formulation of a contingency contract system.

Students will not participate in the formulation of the contingency contract system. Students will participate in the point system by selecting the area(s) in which they desire to earn points. Student evaluations of the system will be considered at the conclusion of each quarter.

2. Specify behaviors to be reinforced.

The following behaviors will be reinforced with possible accumulation of points:

a. Correctly answering the multiple-choice items on an examination.

b. Completing any or all of the following activities:

(1) Main Idea Notebook

(2) Propaganda Notebook

(3) Original Levels of Abstraction List

(4) Participation in Laboratory Practice Sessions

3. Specify behaviors to be penalized.

There are no behaviors offered in this contingency management handbook which will involve a system of penalities.

4. Specify consequences (points gained or lost) for emitting or failing to emit each behavior.

Since no points will be deducted, points can only be gained in this course. The single consequence is the final grade awarded at the conclusion of the course.

5. Describe in detail your system for recording points.

Accumulation of points for each activity is as follows:

a. Test Items

One point is given for each of the 200 multiple-choice test items answered correctly by the student.

b. Main Idea Notebook

Number of students working on same Main Idea Notebook	1	2	3
Number of possible points	20	15	10

c. Propaganda Notebook

Number of students working on same Propaganda Notebook	1	2	3
Number of possible points	20	15	10

d. Levels of Abstraction List

Number of students working on same Levels of Abstraction List	1	2
Number of possible points	10	5

e. Laboratory Practice Periods

One point is allowed for each hour of participation up to a maximum of twenty points.

The following page is a student chart for recording points earned during the course. This allows each student to keep a record of his accumulated points and plan his work accordingly.

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CHART OF POINTS FOR READING 1000

Topic	Possible	Trial I	Trial II	Trial III
Main Idea	30			
Study Skills	30			
Vocabulary	40			
Comprehension	60			
Dictionary	30			
Critical Reading	10			
Totals	200			

Topic	Possible	Points Earned
Main Idea Notebook	20	
Propaganda Notebook	20	
Levels of Abstraction List	10	
Laboratory Participation	20	
Highest Test Score	200	
Total		
Course Grade		

6. Specifically describe how points will be related to grades.

The accumulation of points will be the criterion for determining the final grade of the student. Point distribution for letter grades is as follows:

A - 180 or more points

B - 160 - 179 points

C - 140 - 159 points

D - 120 - 139 points

7. Describe in specific terms the activities to be used as reinforcers.

The final grade is the single reinforcer for the course.

8. Indicate duration of reinforcing activity, where activity will be available (e.g., section of regular classroom, central reinforcement center), and the extent to which a student can choose from a variety of reinforcing activities.

The reinforcer will be permanent in the form of a final grade representing three quarter hours of credit. The reinforcer will be available to the student approximately three weeks after the completition of the course. Reinforcement activities may be selected for letter grades of A, B, C, or D.

9. Specifically, describe the reinforcement contingencies. Are the contingencies group, individual, or a combination of the two? How many points must be earned for each reinforcing activity? When and how can points be cashed in for a reinforcing activity? Can a student participate in a succession of reinforcing periods by accumulating enough points?

Reinforcement is contingent upon the accumulation of points throughout the course. All of the student's choices of activities are based on individual or group projects and/or laboratory participation. The number of possible points for each activity is dependent upon the extent to which the student chooses to participate. He may receive full or partial credit for any or all of the activities. At the termination of the course the student receives reinforcement in the form of a final grade.

COURSE DESCRIPTION

Unit Outlines

Unit Objectives

Suggested Readings

Study Questions

UNIT I - STUDY HABITS TO DEVELOP

A. Outline of Unit

1. How to Study
2. Characteristics of a Successful Reader
3. Eye Fixations
4. Bad Habits to Overcome
   a. Vocalization
   b. Regression
   c. Pointing
   d. Head Movements
5. How to Get Ready to Study
   a. Study Schedule
   b. Definite Study Plan
   c. Right Place to Study
   d. Study Aids
   e. Distractions

B. Unit Objectives

1. The student will be able to specify on paper those reading habits which he feels need improving.

2. The student will be able to list the primary elements necessary in preparing to study.

3. After viewing a video-tape of several study situations, the student will be able to differentiate through oral discussion or written statements those proper study methods from improper study habits.

4. The student will be able to list the characteristics of a successful reader.

5. The student will be able to identify four poor reading habits and explain how each may be improved.

C. Suggested Readings for Further Explanation and Practice

Armstrong, William H. Study is Hard Work. New York: Harper & Row, 1956.

Chapter 3 - "Using the Tools"

Bieda, M. R. and V. S. Woodward. Realizing Reading Potential. New York: Holt, Rinehart and Winston, Inc., 1971.

Chapter 6 - "Improving Your Reading Techniques"

Gilbert, Doris W. The Turning Point In Reading. Englewood Cliffs: Prentice-Hall, Inc., 1969.

Section 3 - "Approaches to Good Reading"

Gilbert, Doris Wilcox. Study in Depth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Chapter 1 - "Introduction to Study"

Herr, S. E. Effective Reading For Adults. (3rd ed.) Dubuque, Iowa: Wm. C. Brown Publishers, 1970.

Chapter 1 - "Preparing For Effective Reading for Adults"
Chapter 2 - "Reading Skills" Reading

Houle, Cyril O. Continuing Your Education. New York: McGraw-Hill Book Company, 1964.

Chapter 9 - "Seven Keys to Effective Learning"

Jones, George Lucas, Roy Amos Morgan and Edgar Lawton Petty. Effective Reading for College Students. New York: Appleton-Century-Crofts, 1968.

Chapter 1 - "The Reading Process"

Judson, Horace. The Teachniques of Reading. (3rd ed.) New York: Harcourt, Brace & World, Inc., 1972.

Chapter 1 - "Your Lifetime of Reading"
Chapter 2 - "There's More To Reading Than Meets The Eye"
Chapter 3 - "Study and Note Taking with a Word about Tests"

Lewis, Norman. How to Read Better and Faster. New York: Thomas Y. Crowell Company, 1958.

Chapter 3 - "How to Train Your Perception"
Chapter 4 - "Inner Speech, Lip Movements, Vocalization, and Regressions"

Morgan, Clifford T. and James Deese. How to Study. Second edition. New York: McGraw-Hill Book Company, Inc., 1969.

Chapter 2 - "Organizing Time"

Norman, Maxwell and Enid S. Norman. Successful Reading. New York: Holt, Rinehart and Winston, Inc., 1968.

Chapter 1 - "Are You a Successful Reader?"
Chapter 4 - "Specialized Techniques"

Norman, M. H. and E. S. Norman. How To Read and Study For Success In College. New York: Holt, Rinehart and Winston, Inc., 1971.

Chapter 1 - "Organizing Your College Life"
Chapter 2 - "Organizing Your Time"
Chapter 3 - "Organizing Your Reading"
Chapter 4 - "How Poor Habits Affect Your Reading Rate"
Chapter 5 - "Habits That Help"
Chapter 13 - "Using The Library"

Preston, Ralph C. and Morton Botel. How to Study. Chicago: Science Research Associates, 1956.

Introduction - Pages 1-7

Spargo, Edward. THE Now Student. Providence: Jamestown Publishers, 1971.

Section One - "Reading Skills"
Section Two - "Study Skills"
Section Three - "Textbook Skills"

Stroud, J. B., R. B. Ammons, and H. A. Bamman. Improving Reading Ability. (3rd ed.) New York: Appleton-Century-Crofts, 1970.

Chapter 2 - "The Mechanics of Reading And Visual Analysis"
Chapter 9 - "Study Type Reading"

Witty, Paul. How To Become a Better Reader. Chicago: Science Research Associates, 1962.

Lesson 5 - "How Your Eyes Behave While Reading"

Wood, Evelyn and Marjorie Wescott Barrows. Reading Skills. New York: Henry Holt and Company, 1958.

Chapter 2 - "Train Your Eyes"
Chapter 3 - "Take Off the Brakes"
Chapter 18 - "You and Your Studies?

Wrightstone, J. Wayne. How to Be a Better Student. Chicago: Science Research Associates, Inc., 1956.

Chapter 1 - "Why Become a Better Student"

D. Study Questions

1. What are some of the common sources of distraction while studying and ways to reduce them?

2. What are some of the differences between a successful reader and a nonsuccessful reader?

3. Why are the mechnaics of eye movement important in relation to reading speed and comprehension?

4. Why should one want to become a better reader?

5. Why are poor study habits blocks to rapid and efficient reading?

6. Why is it necessary to carefully plan a study schedule?

7. Where is the right place to study?

8. What tools and materials should you have ready for your study in the following subjects: (a) history; (b) mathematics; or (c) English?

UNIT II - ADJUSTING METHOD OF READING TO PURPOSE

A. Outline of Unit

1. Skimming and Scanning
2. Casual Reading
3. Study-type Reading
4. Study and Read for Examinations
   a. Types of Examinations
   b. Important Words in Essay Questions
   c. Study for Examinations
   d. Taking Examinations

B. Unit Objectives

1. Given a series of appropriate situations on paper or through class demonstration, the student will be able to identify the basic methods of reading based upon the given situation.

2. The student will be able to list the factors associated in reading for examinations.

3. The student will be able to identify the differences between the following methods of reading: reading for examinations, casual reading, and skimming and scanning.

4. Given specific questions, the student will be able to locate the relevant words that serve to control the answerable condition in each question.

C. Suggested Readings for Further Explanation and Practice

Armstrong, William H. Study is Hard Work. New York: Harper & Row, 1956.

Chapter 14 - "Tests and Examinations"

Chandler, John Roscoe, George C. Beamer, Charles C. Williams, and Vernon L. Armstrong. Successful Adjustement in College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

Chapter 8 - "Preparing For and Taking Examinations"

Gainsburg, Joseph C. Advanced Skills in Reading, II. New York: The Macmillian Company, 1962.

Chapter 7 - "Skimming"

Gilbert, Doris Wilcox. Study in Depth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Chapter 4 - "Studying the Text"
Chapter 10 - "Building Examination Competence"

Herr, Selma E. Effective Reading For Adults (3rd ed.) Dubuque, Iowa: Wm. C. Brown Publishers, 1970.

Chapter 17 - "Developing Techniques in Skimming"
Chapter 18 - "Skimming"

Houle, Cyril O. Continuing Your Education. New York: McGraw-Hill Book Company, 1964.

Chapter 9 - "The Right Ways to Take Examinations"

Jacobus, Lee A. Improving College Reading (2nd Edition). New York: Harcourt, Brace and Jovanovich, Inc., 1972.

Jones, George Lucas, Roy Amos Morgan and Edgar Lawton Petty. Effective Reading for College Students. New York: Appleton-Century-Crofts, 1968.

Chapter 3 - "Effective Reading-Study Skills"

Judson, Horace and William S. Schaill. The Techniques of Reading. (3rd Ed.) New York: Harcourt, Brace and Jovanovich, Inc., 1972.

Chapter 6 - "Reading With Your Fingers: Skipping and Skimming"
Chapter 10 - "Study and Note Taking With a Word About Tests"

Karlin, Robert. Reading for Achievement. New York: Holt, Rinehart and Winston, Inc., 1969.

Chapter 7 - "Increasing Your Reading Rate"

Lewis, Norman. How to Read Better and Faster. New York: Thomas Y. Crowell Company, 1958.

Chapter 8 - "How to Skim"

Manuel, Herschel T. Taking a Test. New York: World Book Company, 1956.

Maxwell, Martha J. Skimming And Scanning Improvement. New York: McGraw-Hill Book Company, 1969.

Millman, Jason and Walter Pauk. How to Take Tests. New York: McGraw-Hill Book Company, 1969.

Norman, Maxwell and Enid S. Norman. How To Read and Study For Success in College. New York: Holt, Rinehart and Winston, 1971.

Chapter 10 - "Organized Semi-Reading: Skimming and Scanning"
Chapter 12 - "Organizing For Tests"

Preston, Ralph C. and Morton Botel. How to Study. Chicago: Science Research Associates, 1956.

Chapter 5 - "Getting Ready For and Taking Examinations"

Raygor, A. L. and G. B. Schick. Reading At Efficient Rates. New York: McGraw-Hill Book Company, 1970.

Schachter, Norman and John K. Whelan. Activities for Reading Improvement, Book 1. Austin, Texas: Steck-Vaughn Company, 1963.

Unit II - "Skimming, Following Directions"

Sherbourne, Julia F. Toward Reading Comprehension, Form I. Lexington, Massachusetts: D. C. Heath and Company, 1958.

Chapter 2 - "How To Learn To Read Faster"

Smith, Donald E. P. (ed.). Learning to Learn. New York: Harcourt, Brace and World, Inc., 1961.

Spache, George D. and Paul C. Berg. The Art of Efficient Reading. New York: The Macmillan Company, 1966.

Chapter 2 - "Skimming: A Way of Rapid Reading"

Stroud, J. B., R. B. Ammons and H. A. Bamman. Improving Reading Ability (3rd Ed.). New York: Appleton-Century-Crofts, 1970.

Wood, Evelyn and Marjorie Wescott Barrows. Reading Skills. New York: Henry Holt and Company, 1958.

Chapter 21 - "Collecting Your Dividends"

Wrightstone, J. Wayne. How to Be a Better Student. Chicago: Science Research Associates, Inc., 1956.

Chapter 14 - "How Can You Best Prepare For and Take Tests?"

D. Study Questions

1. What are the differences between skimming and scanning?
2. What is an "appropriate rate" for one to read?
3. What is casual reading?
4. How does casual reading differ from study-type reading?
5. How should one study for an examination?
6. Why does a test begin with the directions rather than the test items?
7. Why is it important to organize and outline your thoughts before answering an essay-type question?

UNIT III - REMEMBERING WHAT IS READ

A. Outline of Unit

1. Location of Information
2. Definite Study Methods
   a. SQ4R Method of Study
   b. PQRST Method of Study
   c. OK4R Method of Study
3. Note-taking
4. Noting Events in Sequence
5. Mnemonic Devices

B. Unit Objectives

1. Given a series of explanations, a student will be able to identify the following study methods: SQ4R, PQRST, OK4R.

2. By listening to a series of recordings, the student will be able to write the significant thoughts on paper.

3. Given a series of situations or events, the student will be able to organize this information into a sequential order.

4. Given specific exercises involving parts of a book, the student will be able to identify the appropriate responses offered on a written examination.

C. Suggested Readings for Further Explanation and Practice

Chandler, John Roscoe, George C. Beamer, Charles C. Williams, and Vernon L. Armstrong, Successful Adjustment in College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

Chapter 7 - "Taking Notes You Can Use"

Christ, Frank. Study-Reading College Textbooks. Chicago: Science Research Associates, 1967.

Gilbert, Doris Wilcox. Study in Depth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Chapter 5 - "Taking Lecture Notes"

Houle, Cyril O. Continuing Your Education. New York: McGraw-Hill Book Company, 1964.

Chapter 5 - "Learning Is Doing"

Judson, Horace. The Techniques of Reading. New York: Harcourt, Brace and World, Inc., 1963.

Chapter 10 - "The Art of Taking Notes"

Morgan, Clifford T. and James Deese. How to Study. Second edition. New York: McGraw-Hill Book Company, 1969.

Chapter 3 - "Classroom Learning"
Chapter 5 - "Studying Textbooks"

Norman, Maxwell and Enid S. Norman. Successful Reading. New York: Holt, Rinehart and Winston, Inc., 1968.

Chapter 6 - "More on Learning: Understanding Paragraphs, Taking Notes"

Preston, Ralph C. and Morton Botel. How to Study. Chicago: Science Research Associates, 1956.

Preston, Ralph C. and Morton Botel. How to Study. Second edition. Chicago: Science Research Associates, 1967.

Chapter 4 - "How to Master a Textbook Chapter: Remembering"

Sherbourne, Julia F. Toward Reading Comprehension, Form I. Lexington, Massachusetts: D. C. Heath and Company, 1958.

Chapter 4 - "How To Use Organization to Help You in Your Reading"

Smith, Donald E. P. (ed.). Learning to Learn. New York: Harcourt, Brace and World, Inc., 1961.

Spache, George D. and Paul C. Berg. The Art of Efficient Reading. New York: The Macmillan Company, 1966.

Chapter 5 - "Reading for Study Purposes"

Spargo, Edward. Editor. Selections From the Black College Reading Skills Providence: Jamestown Publishers, Inc., 1970.

Spargo, Edward, J. D. Giroux, and L. J. Giroux. Voices From the Bottom. Providence: Jamestown Publishers, Inc., 1972.

Wrightstone, J. Wayne. How to Be a Better Student. Chicago: Science Research Associates, Inc., 1956.

Chapter 11 - "How do you Take Notes and Make Outlines?"

D. Study Questions

1. Why is it important to be able to locate information in a book quickly?

2. Discuss the major advantages and disadvantages of the following methods of study: SQ4R Method of Study, PQRST Method of Study, and CK4R Method of Study.

3. Why should each method of study be given a "fair trial"?

4. Why are organizational skills important in a well-kept notebook?

5. Discuss the advantages of a well-kept notebook over those of a disorganized notebook.

6. Discuss the reasons for taking notes.

7. Discuss the methods of outlining as an efficient method of taking notes.

8. What is a mnemonic device?

UNIT IV - DEVELOPING SKILLS IN USING INFORMATION

A. Outline of Unit

1. Following Directions
   a. Types of Directions
   b. Oral Directions
   c. Written Directions
2. Levels of Abstraction
3. Listening
   a. Listernability Factors
   b. Readiness for Listening
   c. Types of Listening
   d. Listening Lessons
4. Analogous Relationships

B. Unit Objectives

1. Given a series of oral directions, the student will be able to successfully complete the operation suggested in the directions.

2. Given a series of written directions, the student will be able to successfully complete the specific operation suggested in the directions.

3. Given a group of selected words, the student will be able to arrange the words according to their level of abstraction.

4. Given a series of tape recordings, the student will be able to determine the major points offered and transcribe his thoughts into clear, concise notes.

5. Given a series of specific incomplete word analogies, the student will be able to successfully complete the analogies with 80% accuracy.

C. Suggested Readings for Further Explanation and Practice

Armstrong, William H. Study is Hard Work. Second edition. New York: Harper and Row, 1956.

Chapter 1 - "Learning to Listen"
Chapter 6 - "Putting Ideas in Order"

Hogins, J. B. and G. A. Bryant, Jr. Juxtaposition. Palo Alto: Science Research Associates, Inc., 1971.

Millman, Jason and Walter Pauk. How To Take Tests. New York: McGraw-Hill Book Company, 1969.

Chapter 4 - "Reading Directions and Questions Carefully"
Chapter 9 - "Verbal Analogies"

Preston, Ralph C. and Morton Botel. How To Study. Chicago: Science Research Associates, 1956.

Chapter 6 - "Better Listening and Note-Taking"

Preston, Ralph C. and Morton Botel. How To Study. Second edition. Chicago: Science Research Associates, 1967.

Chapter 7 - "How to Listen More Effectively"

Witty, Paul. How to Improve Your Reading. Chicago: Science Research Associates, 1963.

Chapter 7 - "How to Read to Follow Directions"

Wrightstone, J. Wayne. How to Be a Better Student. Chicago: Science Research Associates, Inc., 1956.

Chapter 5 - "How Well Can You Listen?

D. Study Questions

1. Why is it important for scientist, cooks, factory assemblymen and dressmakers to follow directions?

2. What are the advantages of written directions over oral directions?

3. Discuss the listenability factors.

4. Discuss the quote by Zeno "we have two ears and one mouth that we may listen the more and talk the less."

5. Why is attentive discriminatory listening necessary for following oral directions?

6. Identify the eight types of listening.

7. What is the importance of analogous relationships?

UNIT V - CAPTURING NEW WORDS

A. Outline of Unit

1. Affixes
   a. Latin and Greek Prefixes
   b. Old English Prefixes
   c. Word Parts Denoting Numbers
   d. Suffixes
2. Greek and Latin Roots
3. Combined Word Parts
4. Assimilation

B. Unit Objectives

1. The student will be able to successfully complete (80% correct responses) exercises pertaining to Latin and Greek prefixes, Old English prefixes, suffixes and word parts.

2. Given an exercise on assimilation, the student will be able to respond correctly to 80% of the items presented.

C. Suggested Readings for Further Explanation and Practice

Armstrong, William H. Study is Hard Work. Second edition. New York: Harper & Row, 1956.

Chapter 5 - "Developing a Vocabulary"

Bieda, M. R. and V. S. Woodward. Realizing Reading Potential. New York: Holt, Rinehart and Winston, Inc., 1971.

Chapter 4 - "War on Words"
Chapter 5 - "The Main Battle: Words in Context"

Cronin, Morton J. Vocabulary 1000. New York: Harcourt, Brace and World, Inc., 1969.

Gilbert, Doris Wilcox. Study in Depth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Chapter 4 - "Extending Word Knowledge"

Gilbert, Doris Wilcox. The Turning Point in Reading. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Herr, Selma E. Effective Reading For Adults. (3rd. ed.) Dubuque, Iowa: Wm. C. Brown Publishers, 1970.

Chapter 7 - "Developing Word Power"
Chapter 23 - "Making A Word Collection"
Chapter 27 - "Noting Conotations.

Jennings, Charles B., Nancy King, and Marjorie Stevenson. Consider Your Words. New York: Harper & Row, 1969.

Jones, George Lucas, Roy Amos Morgan and Edgar Lawton Petty. Effective Reading for College Students. New York: Appleton-Century-Crofts, 1968.

Chapter 4 - "Vocabulary"

Lewis, Norman. How to Read Better and Faster. New York: Thomas Y. Crowell Company, 1958.

Markle, Susan Meyer. Words - A Programmed Course in Vocabulary Development. Chicago: Science Research Associates, 1963.

Nealon, Thomas E. and F. J. Sieger. Vocabulary: A Key to Better College Reading. Englewood Cliffs: Prentice-Hall, Inc., 1970.

Niles, Olive Stafford, et. al. Tactics in Reading I. Glenview, Illinois: Scott, Foresman and Company, 1965.

Niles, Olive Stafford, et. al. Tactics in Reading II. Glenview, Iilinois: Scott, Foresman and Company, 1964.

Chapter 2 - "Word Attack/Context"
Chapter 3 - "Word Attack/Structure"
Chapter 4 - "Word Attack/Sound"

Nordberg, H. O., I. E. Nordberg, and H. A. Bamman. World of Words: A Guide to Effective Communication. San Francisco: Field Educational Publications, 1970.

Norman, Maxwell and Enid S. Norman. Successful Reading. New York: Holt, Rinehart and Winston, Inc., 1968.

Chapter 7 - "Vocabulary and the Vicious Cycle"

Norman, M. H. and E. S. Norman. How To Read and Study For Success In College. Holt, Rinehart and Winston, Inc., 1971.

Chapter 7 - "Don't Look Now But Your Vocabulary Is Showing"

Patty, William L. and Robert G. Ruhl. The Need to Read. New York: American Book Company, 1968.

Chapter 2 - "Attacking the Vocabulary Problem"

Preston, Ralph C. and Morton Botel. How to Study. Chicago: Science Research Associates, 1956.

Chapter 7 - "Building Your Vocabulary"

Schachter, Norman and John K. Whelan. Activities for Reading Improvement, I. Austin, Texas: Steck-Vaughn Company, 1964.

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Schachter, Norman and John K. Whelan. Activities for Reading Improvement, II. Austin, Texas: Steck-Vaughn Company, 1964.

Unit 3 - "Vocabulary and Word-Building"

Schachter, Norman and John K. Whelan. Activities for Reading Improvement, III. Austin, Texas: Steck-Vaughn Company, 1964.

Unit 3 - "Vocabulary and Word-Building"

Sherbourne, Julia F. Toward Reading Comprehension, Form I. Lexington, Massachusetts: D. C. Heath and Company, 1958.

Chapter 3 - "How To Increase Your Vocabulary"

Smith, Donald E. P. (ed.). Learning to Learn. New York: Harcourt, Brace & World, Inc., 1961.

Lesson 11 - "Vocabulary: Are Words Important?"

Spache, George D. and Paul C. Berg. The Art of Efficient Reading. New York: The Macmillan Company, 1966.

Chapter 8 - "Analyzing Difficult Words"
Chapter 9 - "Word Clues from Affixes and Roots"

Stroud, James B., Robert B. Ammons, and Henry A. Bamman. Improving Reading Ability. New York: Appleton-Century-Crofts, 1970.

Witty, Paul. How to Become a Better Reader. Chicago: Science Research Associates, 1962.

Chapter 13 - "How You Can Build Your Vocabulary"
Chapter 14 - "How You Can Learn More About Words"

Witty, Paul and Edith Grotberg. Developing Your Vocabulary. Chicago: Science Research Associates, Inc., 1960.

Wood, Evelyn and Marjorie Wescott Barrows. Reading Skills. New York: Henry Holt and Company, 1958.

Chapter 4 - "Words are Signals"
Chapter 7 - "Use What You Know"
Chapter 8 - "The Parts in the Whole"
Chapter 11 - "Important Beginnings"
Chapter 12 - "Important Endings"
Chapter 16 - "Use Your Skills"

Witty, Paul. How to Improve Your Reading. Chicago: Science Research Associates, 1963.

Chapter 12 - "How You Can Read Unfamiliar Words"

D. Study Questions

1. What is the function of a passive vocabulary?

2. What general areas should your active vocabulary include?

3. Discuss some useful techniques which help you add depth and scope to your vocabulary.

4. What is the benefit of learning prefixes, suffixes and roots?

5. How does assimilation help the oral reader and speaker?

UNIT VI - THE SPECIFICS OF COMPREHENSION

A. Outline of Unit

1. Finding Main Ideas in Paragraphs
2. Finding Details
3. Recognizing Details that Support Main Ideas
4. Seeing Relationships of Main and Subordinate Ideas
5. Sequence

B. Unit Objectives

1. Given a set of comprehension questions which accompany a reading lesson, the student will be able to identify the specific comprehension skill each question measures.

2. Given a reading selection, the student will be able to construct comprehension questions representing seven comprehension skills.

C. Suggested Readings for Further Explanation and Practice

Gainsburg, Joseph C. Advanced Skills in Reading, I. New York: The Macmillian Company, 1962.

Chapter 1 - "Reading the Paragraph"

Gainsburg, Joseph C. Advanced Skills in Reading, II. New York: The Macmilliam Company, 1962.

Chapter 1 - "The Message of the Paragraph"
Chapter 9 - "Paragraph Patterns"

Gainsburg, Joseph C. Advanced Skills in Reading, III. New York: The Macmilliam Company, 1964.

Chapter 2 - "The Main Thought of the Paragraph"
Chapter 7 - "Variety in Paragraph Patterns"

Gilbert, Doris Wilcox. Study in Depth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Chapter 2 - "Comprehension Skills"

Gilbert, Doris Wilcox. The Turning Point in Reading. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Chapter 5 - "Comprehension"

Herr, Selma E. Effective Reading For Adults (3rd ed.) Dubuque, Iowa: Wm. C. Brown Publishers, 1970.

Chapter 9 - "Reading For The Main Idea"

Herr, Selma E. (cont)

Chapter 10 - "Reading To Find Main Ideas"
Chapter 19 - "Determining Sequential Order"

Hill, Walter and William Eller. Power in Reading Skills. Belmont, California: Wadsworth Publishing Company, 1964.

Jacobus, Lee A. Improving College Reading. New York: Harcourt, Brace & World, Inc., 1967.

Judson, Horace. The Techniques of Reading. New York: Harcourt, Brace & World, Inc., 1963.

Chapter 5 - "Paragraph Analysis"

Karlin, Robert. Reading for Achievement. New York: Holt, Rinehart & Winston, Inc. 1969.

Chaper 5 - "Reading for Main Ideas and Details"

Lewis, Norman. How to Read Better and Faster. New York: Thomas Y. Crowell Company, 1958.

Chapter 2 - "How to Read for Main Ideas"
Chapter 10 - "How to Whip Through Material with Good Comprehension"

Miller, Lyle L. Increasing Reading Efficiency. New York: Henry Holt & Company, 1956.

Niles, Olive Stafford, et. al. Tactics in Reading I. Glenview, Illinois: Scott, Foresman and Company, 1964.

Chapter 7 - "Sequence"
Chapter 10 - "Paragraph Meaning"

Niles, Olive Stafford, et. al. Tactics in Reading II. Glenview, Illinois: Scott, Foresman and Company, 1964.

Chapter 9 - "Central Idea"
Chapter 10 - "Inferences"

Norman, Maxwell and Enid S. Norman. Successful Reading. New York: Holt, Rinehart and Winstron, Inc., 1968.

Chapter 6 - "More on Learning: Understanding Paragraphs, Taking Notes"

Patty, William L. and Robert G. Ruhl. The Need to Read. New York: American Book Company, 1968.

Chapter 8 - "Gaining Control of Your Comprehension"

Jack, Allan and Jack Yourman. 100 Passages to Develop Reading Comprehension. New York: College Skills Center, 1965.

Schwartzmann, Mischa and Thomas D. Kowalski. Through the Paragraph. Englewood Clifs, New Jersey: Prentice-Hall, Inc., 1969.

Smith, Donald E. P. (ed.) Learning to Learn. New York: Harcourt, Brace & World, Inc., 1961.

Lesson 10 - "Comprehension: A New Strategy"

Witty, Paul. How to Become a Better Reader. Chicago: Science Research Associates, 1962.

Chapter 15 - "How You Can Find the Main Idea in Reading"

Witty, Paul. How to Improve Your Reading. Chicago: Science Research Associates, 1963.

Chapter 5 - "How You Can Get Main Ideas"

Wood, Evelyn and Marjorie Wescott Barrows. Reading Skills. New York: Henry Holt and Company, 1958.

Chapter 9 - "Getting the Idea"

D. Study Questions

1. Why is it important for each paragraph to contain a main idea?
2. Discuss the merits of learning the sequence of events in studying history.
3. How can organization help one to remember details?
4. List the places a main idea may be found in a paragraph.
5. How can the levels of abstraction be related to the relationship of main and subordinate ideas?

UNIT VII - EVALUATING CONTENT

A. Unit Outline

1. Critical Reading
   a. Levels of Thinking
   b. Steps in Critical Reading
   c. Devices of Propaganda
2. Predicting Outcomes
3. Comparing, Contrasting, Discriminating
4. Forming Opinions, Judgments, and Conclusions

B. Unit Objectives

1. Given a specific reading lesson, the student will be able to locate all of the propaganda devices illustrated in the selection.

2. Given three short reading selections, the student will be able either by written examination or oral discussion, to compare, contrast, and discriminate among the primary points of agreement and disagreement.

3. Given a series of statements, the student will be able to determine whether each statement represents fact or opinion.

C. Suggested Readings for Further Explanation and Practice

Fisher, J. A. Reading To Discover Organization. New York: McGraw-Hill Book Company, 1969.

Herr, Selma E. Effective Reading For Adults (3rd ed.) Dubuque, Iowa: Wm. C. Brown Publishers, 1970.

Chapter 26 - "Critical Reading"

Hill, Walter and William Eller. Power in Reading Skills. Belmont, California: Wadsworth Publishing Company, 1964.

Chapter 6 - "Critical Analysis"

Judson, Horace. The Techniques of Reading (3rd ed.). New York: Harcourt, Brace & World, Inc., 1972.

Chapter 14 - "Introduction to Critical Reading: Development Analysis"
Chapter 15 - "Introduction to Critical Reading: Four Critical Questions"

Niles, Olive Stafford, et. al. Tactics in Reading II. Glenview, Illinois: Scott, Foreman and Company, 1964.

Chapter 7 - "Judgments"

Norman, Maxwell and Enid S. Norman. Successful Reading. New York: Holt, Rinehart and Winston, Inc., 1968.

Chapter 12 - "Setting Standards: How to Judge a Book"

Norman, M. H. and E. S. Norman. How To Read and Study For Success In College. New York: Holt, Rinehart and Winston, Inc., 1971.

Chapter 14 - "Reading Critically, Reading Creatively"

Patty, William L. and Robert G. Ruhl. The Need to Read. New York: American Book Company, 1968.

Chapter 12 - "Extending Reading Frontiers"

Preston, Ralph C. and Morton Botel. How to Study. Second edition. Chicago: Science Research Associates, 1967.

Chapter 5 - "How to Broaden Your Reading Base"

Smith, Donald E.P. (ed.) Learning to Learn. New York: Harcourt, Brace & World, Inc., 1961.

Spache, George D. and Paul C. Berg. The Art of Efficient Reading. New York: The Macmillan Company, 1966.

Chapter 6 - "Critical Reading"
Chapter 7 - "More About Critical Reading"

Stroud, R. S., R. B. Ammons, and H. A. Bamman. Improving Reading Ability. New York: Appleton-Century-Crofts, 1970.

Chapter 8 - "Critical Reading"

D. Study Questions

1. Define the term propaganda.

2. Discuss propaganda techniques used in well-known television and radio commercials.

3. Discuss the ways propaganda can spread.

4. How can propaganda be good and bad?

5. Analyze propaganda elements in various drives for funds.

6. Define the term critical reading.

7. How does one's ability to compare, contrast, and discriminate affect one's role as an educated person or an informed patron of the retail shopping market?

8. What are the steps in critical reading.

UNIT VIII - THE FUNCTIONAL DICTIONARY

A. Unit Outline

1. Objectives in Studying a Dictionary
2. Front Matter
   a. Explanatory Notes
   b. Pronunciation
   c. Abbreviations Used in This Work
3. Back Matter

B. Unit Objectives

1. The student will be able to demonstrate through listing or by specific written example the primary objectives in studying the dictionary.

2. Given a series of performance exercises, the student will be able to demonstrate a high degree of skill in using the following portions of the front matter: explanatory notes, pronunciation key, and abbreviations.

3. Given a performance exercise, the student will be able to demonstrate a thorough knowledge of the contents and the usage of selected portions of the back matter.

C. Suggested Readings for Further Explanation and Practice

A New Outline for Dictionary Study. Springfield, Massachusetts: G & C. Merriam Company, 1965.

Beringause, Arthur F. and Daniel K. Lowenthal. The Range of College Reading. Boston: Houghton Mifflin Company, 1967.

Chapter 2 - "English: Some Dictionaries"

Niles, Olive Stafford, et. al. Tactics in Reading I. Glenview, Illinois: Scott, Foresman and Company, 1965.

Chapter 5 - "Word Attack/Dictionary"

Spache, George D. and Paul C. Berg. The Art of Efficient Reading. New York: The Macmillan Company, 1966.

Chapter 10 - "How to Use a Dictionary"

Spargo, Edward. The Now Student: Freshman Reading and Study Skills. Providence, Jamestown Publishers, Inc., 1971.

Chapter 2 - pp. 105 - 108.

Webster's Seventh New Collegiate Dictionary. Springfield, Massachusetts: G & C. Merriam Company, 1965.

D. Study Questions

1. Why is it necessary to learn how to use all sections of a dictionary accurately, effectively, and quickly?

2. Why are the explanatory notes included in a dictionary?

3. How can a dictionary aid in facilitating vocabulary growth?

4. What is the importance of knowing the etymology of a word?

5. What is the purpose of having a cross-reference?

6. How can the dictionary aid a student trying to decide which college to attend?

METHODS OF ACCUMULATING POINTS

METHODS OF ACCUMULATING POINTS

MAIN IDEA NOTEBOOK

A student may earn additional points by constructing an original Main Idea Notebook. The notebook will include a copy or original of twenty different magazine articles selected by the student. Following each article will be a brief statement of the main idea of that article and two or three supporting details.

The student has a choice of whether to work alone or in a group of two or three. The points will be distributed according to how many students work on the notebook. A maximum of twenty points may be earned. A sample notebook will be provided.

The point distribution is as follows:

Number of students working on same Main Idea Notebook	1	2	3
Number of possible points	20	15	10

PROPAGANDA NOTEBOOK

Additional points may be earned by the construction of an original Propaganda Notebook. The notebook will involve the selection of a minimum of fifteen different newspaper articles that may be copied or pasted in the notebook. Appropriate reference will be made for each example of propaganda illustrated in the articles. A minimum of five examples of each of the eight propaganda devices will be presented to receive the maximum number of points.

The student has a choice of whether to work alone or in groups of two or three. The points will be distributed according to how many students work on the notebook. A maximum of twenty points may be earned. A samp notebook will be provided.

The point distribution is as follows:

Number of students working on same Notebook	1	2	3
Number of possible points	20	15	10

LEVELS OF ABSTRACTION

Additional points may be earned by developing an original list of eight groups containing five words each. Each group will be arranged according to their level of abstraction.

The student has a choice of whether to work alone or with a partner. The points will be distributed according to how many students work on the list. A maximum of ten points may be earned. A sample list of Levels of Abstraction will be provided.

The point distribution is as follows:

Number of students working on same Levels of Abstraction List	1	2
Number of possible points	10	5

LABORATORY PARTICIPATION

A student may earn additional points through his participation in laboratory periods offered bi-weekly for two hours each meeting. A student may attend either of the periods. The activities presented will involve reading to improve rate, flexibility of rate, comprehension, and vocabulary skills. The student must cooperate in working on each activity to receive points.

One point is given for each hour of participation with a maximum of two points per week. A total of twenty points may be gained throughout the quarter.

FINAL STUDENT EVALUATION

CHART OF POINTS FOR READING 1000

Topic	Possible	Trial I	Trial II	Trial III
Main Idea	30			
Study Skills	30			
Vocabulary	40			
Comprehension	60			
Dictionary	30			
Critical Reading	10			
Totals	200			

Topic	Possible	Points Earned
Main Idea Notebook	20	
Propaganda Notebook	20	
Levels of Abstraction List	10	
Laboratory Participation	20	
Highest Test Score	200	
Total		
Course Grade		

STUDENT EVALUATION OF REACT

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STUDENT EVALUATION OF REACT

Section _____ Instructor_____

Date_____

According to the scale given below, place a check by the space that most nearly reflects your reaction concerning this course.

1 - To a High Degree

2 - Adequate

3 - Improvement Needed

1	2	3	
___	___	___	All requirements were made known to the student at the beginning of the course.
___	___	___	All assignments were stated clearly.
___	___	___	All assignments were meaningful in terms of the course objectives.
___	___	___	There was sufficient variety of assignment and project selection.
___	___	___	The objectives of each unit were made clear.
___	___	___	The course content included skills that the student needed to develop further.
___	___	___	The instructor appeared well prepared.
___	___	___	The instructor appeared knowledgable on the subject.
___	___	___	The tests were appropriate in terms of course objectives.
___	___	___	The instructor exhibited an interest in the individual.
___	___	___	Adequate use was made of test results.
___	___	___	There was sufficient opportunity for students to participate in classroom meetings.
___	___	___	The basis for evaluation was made clear at the beginning of the course.
___	___	___	The tests reflected, in part, the objectives of the course.

1 2 3

___ ___ ___ The grade you receive will be a reasonably accurate index of your performance.

___ ___ ___ The material and types of skills offered were both interesting and beneficial.

Answer briefly:

1. Did you receive from this course what you had anticipated?

2. What single aspect of the course did you like most?

3. What single aspect of the course did you like least?

4. What changes, if any, would have enabled you to gain more from the course?